Nerlyne St. Pierre

Wilberta William

Education 702.22 – Fall 2010

October 19, 2010

Prof. O’Connor-Petruso

Wiki Assignment #4

**Annotated Bibliography**

Brown, K.L. (2003). From teacher-centered to learner-centered curriculum: improving learning

in diverse classrooms. Education (Chula Vista, Calif.). Volume 124 (1), 49-54.

This article examines the premise that “one teaching style fits all,” which can be attributed to a teacher-centered instructional approach. The article says this approach is not working for a growing number of diverse student populations. For diverse populations who are not experiencing success with a teacher-centered approach and instructional paradigm shift needs to happen to a learner-centered approach. The article discusses different instructional strategies that can be implemented to meet the challenges of 21st century teachers.

Brush, T., & Saye, J. (2000). Implementation and evaluation of student-centered learning unit: a   
  
case study. *Educational Technology Research and Development, Volume 48 (3), 79-100.*

This article takes a look at a case study to explore the issues in the implementation of a student centered unit in order to provide recommendations to improve these types of activities. The study involves a high school classroom where the students will be using technology and collaborating to complete a social studies project. In the unit, the study examined problems students encountered in completing the project, problems the teacher encountered in facilitating and strategies to support student centered activities.

Cuban, L. (2007). Hugging the middle: teaching in an era of testing and accountability, 1980

2005. Education Policy Analysis Archives, Volume 15 (1), 1-27.

This article discusses how testing and accountability have come to dominate education policy within the last decade. The overarching concerning about testing is that it reshapes teaching in the classroom. This article looks at historically how teachers taught and how teachers are now teaching as a result of high-stakes testing. The article examines deeper classroom structures such as teacher-centered and student-centered.

Garrett, T. (2008). Student-centered and teacher-centered classroom management: A case study

of three elementary teachers. *Journal of Classroom Interaction, volume 43(1), 34-47.*

The article focused on answering whether teachers who implement student-centered instructional methods also implement student-centered classroom management approaches. The article looks at a case study involving three elementary teachers whose pedagogy is student centered. However, one of the three teachers implements a more teacher-centered approach to classroom management. The article also acknowledged that both the student-centered and the teacher-centered approach to classroom management reflected principles of “good classroom management.”

Hertzog, N. B. (2007). Transporting pedagogy: Implementing the project approach in two first-

grade classrooms. *Journal of Advanced Academics.* *Volume 18(4), 530-564*.

This article looked at two teachers, in two first grade classes in a public school where the majority of the students were low-income, who implemented strategies typically found in gifted education programs. The study found that students better performed when there was a project-based approach to the curriculum. The study also found that the student better behaved when they were engaged in project or small group activity.

Johnson, A., Kimball, R., Melendez, B., Myers, L., Rhea, K., & Travis, B. (2009). Breaking with

tradition: preparing faculty to teach in a student-centered or problem-solving environment.

*PRIMUS, Volume 19(2), 146-160*.

This article identified students, administration and the individual as the three main sources of resistance when attempting to change from a traditional instructional method to a non-traditional instructional method. The article also discusses strategies that an educator can utilize to over come the impediments.

Michael, R., & And, O. (1994). Promoting achievement in child centered education: evaluation

of a non-Graded, multi-age, continuous progress primary school (K-3). Retrieved from ERIC

database.

This study evaluates a plan to reconstruct a primary school In Georgia to a continuous progress learning center. The plan is to promote achievement in child centered education by a non graded, multi-age and progress curriculum to move students from grades K-3. The project includes reconstruction of the classrooms and decision making between teachers and administrators, and the use of portfolio assessment to monitor student’s progress.

Ocak, G. (2010). The Effect of Learning Stations on the Level of Academic Success and

Retention of Elementary School Students. *New Educational Review*, *20*(3), 146-156.

Retrieved from Education Research Complete database.

The case study is to determine the effectiveness of the use of learning stations on the level of academic success and retention level in science and technology education. Two fifth grade classes are used in this study, the experimental group used learning stations and the other group used conventional teaching methods. The research wanted to see if there was any significant difference between the two and the experimental group turnout to be more successful.

Passman, R. (2000). Pressure cooker: experiences with student-centered teaching and learning in

high-stakes assessment environments. Retrieved from ERIC database.

This study shows how a fifth grade teacher took a step out of the norm of traditional teaching to engage students to take responsibility for their own learning. The teacher had the students use the school library, technology and classroom resources as a means to prepare a report on the age of exploration. Although the method of using a student centered learning environment was very successful, the principal reprimanded the entire faculty to teach to the test. The fifth grade teacher felt compelled to return to the teacher-centered instruction.

Passman, R., & Duran-Klenclo, P. (2002). Teachers talking about change: reflection as

professional development. Retrieved from ERIC database.

This study analyzed six teachers who are part of a teacher study group for purposeful change. Due to extremely low scores on a writing test in an elementary school in Texas, this reflective support group was created to support teachers in moving towards a student centered learning environment where teachers are working together to improve classroom practice.